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Current Events

[Edited by Clarence W. Gleason, Roxbury Latin School, Boston, Mass., for the territory covered by the Association of New England and the Atlantic States; Daniel W. Lothman, East High School, Cleveland, Ohio, for the Middle States, west to the Mississippi River; Walter Miller, the University of Missouri, Columbia, Mo., for the Southern States; and Franklin H. Potter, the University of Iowa, Iowa City, Iowa, for the territory of the Association west of the Mississippi, exclusive of Louisiana and Texas. News from the Pacific Coast may be sent to Miss Julianne A. Roller, Franklin High School, Portland, Ore., and to Miss Bertha Green, Hollywood High School, Los Angeles, Cal. This department will present everything that is properly news—occurrences from month to month, meetings, changes in faculties, performances of various kinds, etc. All news items should be sent to the associate editors named above.]

Florida

Jacksonville.—The following are some of the exercises which have been found helpful in increasing and in maintaining the interest of students in the study of Latin in the Duval County High School.

Have the students make a list of the Roman names of pupils in the high school; for example, Cornelia, Virginia, Marcus, Lucretia, Laura, etc. Hortense is not acceptable, though Hortensia would be; that is, only the real Latin names, and not the derived names, are considered.

Since some of our pupils take Latin and Spanish, and others Latin and French, an interesting exercise is to have them arrange in parallel columns fifty words of identical, or synonymous, purport from all the languages taught in the school. Latin is placed in the first column, Spanish in the second, French in the third, and English in the fourth, the order being that of the greater antiquity of the languages considered. This shows graphically the interrelationship of the European languages.

Another exercise that has proved informational to many students, who had supposed that our simple words were Anglo-Saxon and our long words were Latin in origin, was the making of a list of 200 monosyllabic words in common use—of simple and well-known purport—which are Latin words.

A number of pupils not especially good in Latin may profitably participate in the following exercise: The task is to find as many words as possible derived from a single Latin root. One student discovered 153 derived from *duco*; another, 130 from *porto*.

A similar exercise is the making of a list of twenty to thirty Latin prefixes commonly used in English, with meanings and illustrations.

An interesting study is the origin of the names of the months. While many pupils know the names derived from numerals and may guess July and August upon a suggestion from the teacher, not even the Seniors know

the meanings of February, April, and May. A summary of results should be made, showing that five months have names of religious signification; four are named from numerals; two bear the names of great statesmen; and one is named from a season.

The pupils may be asked to find by investigation that twenty-five of the fifty-one words of the Preamble of the Constitution of the United States are Latin in origin.

The pupils have also collected advertisements of products with Latin names, as, Venus pencils, Minerva yarns, Victoria automobiles, etc.

Another plan far more interesting to the pupils than one would have supposed is the copying on the board of well-known passages from the Latin Bible (the Vulgate). The Sophomores and Juniors can read these at sight with more correctness of rendition in many instances than they can read the assigned work in Caesar and Cicero. The following are especially good for this purpose: (1) the first part of the first chapter of Genesis (*Liber primus Moysis, sive Genesis*); (2) the Christmas story—the birth of Christ, King Herod, the magi, the star in the east—as given in the second chapter of Matthew (*Evangelium secundum Matthaeum*); (3) Christ walking upon the waters, the fourteenth chapter of Matthew, verses 22–33—excellent and easy Latin; (4) the “nothing shall be impossible unto you,” Matt. 17:20, and “Render unto Caesar,” Matt. 22:20–21, are very good, and so too Ruth 1:16–17 (“Entreat me not to leave thee”). The Christmas story may be taken from Luke 1:32–33 and 2:8–19. Parts of the Psalms are also good for sight reading. Of course the Vulgate is not Ciceronian Latin, but this fact even increases the ease of translation, and the changes, especially in the position of the verb, are illuminating, showing as they do the differences over more than four hundred years of time.

Composition has been a bugbear to students for so long, and yet it is the most important key to the mastery of any language. Translation without perfect understanding is possible, but the correct writing of a Latin sentence is not possible without complete understanding. I have found that my students will make efforts they would otherwise not have thought of, if I write on the board in Latin a paragraph about Thanksgiving, Christmas greetings, a note of thanks for flowers given me, etc. An example is “*Voluntas bona, discipuli, erga vos omnes in die quo Christus Dominus natus sit, et per dies omnes Anni Novi.*” (Or, “*Vos quoque sitis laeti, discipuli, in die. . . .*”) Another example is: “*Tibi gratiam magnam habeo, puella cara et parva, quod tu mihi flores tam multos pulcherrimosque totiens dedisti.*”

Illinois

Northwestern University.—Professor John A. Scott, of Northwestern University, holds the Saylor Professorship at the University of California for 1921. During Professor Scott's absence Dr. E. S. McCartney is substituting for him in Evanston.

Indiana

Mishawaka.—Last May the Committee-at-Large of the Classical Section of the Indiana State Teachers' Association met at Indianapolis to organize a state committee of Latin teachers. A chairman from each of the thirteen congressional districts was chosen to work with the Committee-at-Large, thus making the total membership sixteen. The idea was to bring the Latin teachers of the state into closer relations and to bring about an interchange of ideas.

Following out this plan the Latin teachers of the thirteenth district held a meeting at South Bend last November. There was a very good attendance and much interest was taken in the discussions. A motion was carried that each member of the district be asked to make a voluntary contribution of twenty-five cents to aid the work of the central committee. It was also decided that a "round-robin" be sent through the district. Each teacher promised to contribute something from her experience to this letter.

An informal discussion followed the business session. Miss Wilkinson, of Elkhart, gave a talk on "Problems That Confront Pupils and Teachers in Elementary Latin" and Miss Adams, of South Bend, discussed "Problems That Arise in Teaching Caesar."

It is hoped that these meetings will be held regularly and that the attendance will increase from year to year.

Kentucky

Louisville.—The following clipping from the *Courier Journal* will no doubt be of interest to readers of the *Classical Journal*:

The classics are not becoming obsolete among Louisville schoolboys. The educational trend toward intensely practical studies has not affected the Latin department at the Louisville Male High School. Professor H. D. Cannon, head of the department, said yesterday that 42 per cent of the 1,000 boys at the school are studying Latin as against 33 per cent a year ago.

The increase in interest in the language of the ancient Romans, Mr. Cannon attributed to an undergraduate organization, the Latin Club. This club was organized in the autumn of 1918. Its present membership is about ninety.

It is the second largest organization of its kind in the country. A Latin club at a Brooklyn high school is the largest.

The number of classical students at the Male High School is said to be as large or larger than that at any other preparatory institution in the country.

In January and in June the club sends representatives to speak before eighth-grade classes in the graded schools. They urge the importance of a high-school course, stressing the value of Latin.

The club offers five medals annually. One goes to the best Latin student in the mid-year graduating class, another to the best at the June commencement, one to the best Sophomore Latin student in Kentucky and two to the winners at a bi-State Latin contest held here for Kentucky and Indiana Latin students.

The first bi-State contest was held here last May. Members of the Louisville club won the two medals offered, in competition with fifty-two students from thirty schools in Kentucky and Indiana. The next one will be held the second week in April.

The Indiana educators who came to Louisville last May were so pleased with the Latin club here that a similar movement has been started by the State educational authorities in Indiana. The Louisville boys also carried off the honors at the State contest in Paris last year.

New York

New York City.—The great importance of the recent report of the Committee on the Junior High School Syllabus in Latin led to its being made the subject for an open discussion at a meeting of the Classical Forum of the New York Classical Club held on December 11, 1920. The discussion was very extensive and lasted nearly three hours. At its conclusion a committee was appointed to formulate the views of the Forum as indicated in the discussion. This committee reported as follows:

1. In view of the far-reaching character of the recommendations of this report, the Forum feels that it should not be adopted until there has been ample opportunity for full criticism. It therefore urges that action upon it be postponed for at least a year.
2. The Forum agrees with the report in believing that the dominant principle in the work in Latin in the first year, that is, the seventh grade of the junior high school, should be the correlation of Latin with English, with special attention to word-study.
3. While general uniformity in the work of the schools is desirable, the Forum is convinced that to insist upon identity of method, as is done in this report, is highly objectionable.
4. For pupils in the eighth grade the Forum believes that there should be a steadily increasing emphasis upon the phenomena of the Latin Language itself with considerable reading of elementary Latin, and some attention to the Roman civilization as fundamental to our own.
5. In the ninth grade the work in Latin begun in the eighth grade should be so carried on that at the end of the ninth grade the pupils should have covered the prescriptions of the present high-school syllabus.

Ohio

Athens.—The Classical Club of Ohio University ranks in membership with the larger clubs of this type in the institution. The announcements of its meetings are written in Latin and the students greet their coming with great interest. They take pleasure in "making out" their content. Another thing in which the students take considerable pride is that the club be a regular feature of the school annual.

Enthusiasm for the meetings is stimulated by emphasis on the social life of the club. Latin songs are a regular feature and suitable games are continually being developed, for example, games in Greek and Roman mythology in which the loser is penalized by having to recount some mythological tale. But programs more directly educational meet with almost equal interest and are frequently furnished by the students themselves. They vary a great deal in nature but there is a strong tendency to dwell on the contributions of classical civilization to our own. At a recent meeting one student gave a most interesting account of "The Influence of Greek Education." Another saw to it that

we did not forget the companion (or rival) of education by presenting "The Origin and Development of Athletics."

At its next regular meeting the club is to entertain the classes in Virgil of the University High School and the City High School. For this occasion students are developing a program based on Virgil and his influence on English literature.

Pennsylvania

Avalon.—Students of the Avalon High School, under the direction of Miss Alta Fretts, presented a short play written by a member of the Virgil class, entitled "A Woman's Way." It was described in the program as "a modern dramatization of Virgil."

Wilkinsburg.—A very successful Latin exhibit was conducted in May, 1920. The most interesting feature was the representation of a city besieged by soldiers with catapults, battering rams, and a tower. In addition there were other exhibits of dolls wearing Roman costumes, charts illustrating the value of Latin, etc. Much attention was attracted by the exhibit.

Harrisburg.—The Classical Language Section of the Pennsylvania State Educational Association met on December 28, 1920. Papers were presented by Mr. Harold W. Gilmer, of the University of Pittsburgh, on "The Animal Motif in the *Aeneid*"; by Mr. Stanley Deane, of the Juniata High School, on "Devices for Creating Interest in First Year Latin"; and by Dr. E. H. Heffner, of the University of Pennsylvania, on "The Life of the Greek and Roman Child." The officers for next year are chairman, Professor Evan T. Sage, University of Pittsburgh; vice-chairman, Professor W. D. Crockett, Pennsylvania State College; secretary, Miss Jessie Bowers, Central High School, Harrisburg.

Pittsburgh.—The Classical Association of Pittsburgh and vicinity took as its general topic for the November meeting the means of arousing interest in secondary-school Latin. In addition to papers on the use of exhibits, scrap-books, and plays, the Classical Club of the University of Pittsburgh repeated its 1920 play, "The Phormio," in a version made by members of the club.

There is a flourishing and enthusiastic Latin Club in the Schenley High School, which holds regular meetings that are largely attended.

The Classical Club of the University of Pittsburgh has chosen for its annual play the *Menaechmi* of Plautus.

The Latin Department of the University of Pittsburgh has begun a series of measurements of results of Latin teaching in the high schools of the Pittsburgh District.

Texas

Austin.—At the last meeting of the Classical Section of the State Teachers' Association the following resolutions were adopted in appreciation of Edwin Whitfield Fay.

Since our last meeting, the outstanding classicist of Texas, yes, even of the South and Southwest, a leading classical scholar of America and of the world, Professor Edwin Whitfield Fay, has been taken from our midst.

Texas has indeed been fortunate in having such a great scholar for these twenty years. He has been the inspiration of many a young Texan for thoroughness of scholarship and high educational standards.

Not the Classics alone, but every phase of education, especially cultural education, feels keenly his going. There was nothing of materialism in his ideas and standards. He believed in training a man to the highest degree possible that he might be a valuable asset to society, to the world—not a mere man making a living for himself, and maybe a family—a man with ideals and the equipment to realize those ideals for himself and others.

Dr. Fay's standards of Christian living were as high as his educational standards. He possessed a rare courtliness of manner and exalted true womanhood to a lofty position. The soul of honor and true manliness himself, he could not condone unsteadiness and insincerity in others. He was a true friend and a wise counsellor, always considerate, though honestly frank.

While mourning because of our loss, we remind ourselves and all who would be truly educated to set Dr. Fay's standards as our own and to struggle to reach the same heights without turning to left or right.